

DIAMOND HILL ELEMENTARY

104 Lake Secession Road
Abbeville, SC 29620

GRADES K-7 Middle School

ENROLLMENT 326 Students

PRINCIPAL Kathy F. Stevenson 864-446-2600

SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427

BOARD CHAIR Dr. C. Allen Kolb 864-366-9681

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	28	9	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

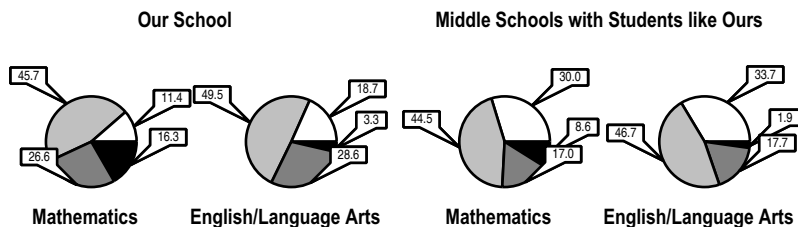
FOR MORE INFORMATION, VISIT WEBSITES AT:




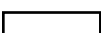
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Average	N/A
2003	Good	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	35	44
Percent satisfied with learning environment	96.0%	68.6%	81.4%
Percent satisfied with social and physical environment	96.3%	73.5%	69.8%
Percent satisfied with home-school relations	88.5%	82.9%	88.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	192	99.5	18.7	49.5	28.6	3.3	31.9	17.6
Gender								
Male	99	99.0	24.2	47.3	26.4	2.2	28.6	17.6
Female	93	100.0	13.2	51.6	30.8	4.4	35.2	17.6
Racial/Ethnic Group								
White	158	99.4	15.5	49.3	32.4	2.7	35.1	17.6
African-American	32	100.0	28.1	53.1	12.5	6.3	18.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	175	100.0	16.2	49.7	30.5	3.6	34.1	17.6
Disabled	17	94.1	46.7	46.7	6.7	N/A	6.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	192	99.5	18.7	49.5	28.6	3.3	31.9	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	192	99.5	18.7	49.5	28.6	3.3	31.9	17.6
Socio-Economic Status								
Subsidized meals	99	99.0	22.8	57.6	17.4	2.2	19.6	17.6
Full-pay meals	93	100.0	14.4	41.1	40.0	4.4	44.4	17.6

Mathematics								
All students	192	100.0	11.4	45.7	26.6	16.3	42.9	15.5
Gender								
Male	99	100.0	8.6	44.1	26.9	20.4	47.3	15.5
Female	93	100.0	14.3	47.3	26.4	12.1	38.5	15.5
Racial/Ethnic Group								
White	158	100.0	10.7	42.7	29.3	17.3	46.7	15.5
African-American	32	100.0	15.6	59.4	12.5	12.5	25.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	175	100.0	9.5	44.6	28.0	17.9	45.8	15.5
Disabled	17	100.0	31.3	56.3	12.5	N/A	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	192	100.0	11.4	45.7	26.6	16.3	42.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	192	100.0	11.4	45.7	26.6	16.3	42.9	15.5
Socio-Economic Status								
Subsidized meals	99	100.0	12.9	55.9	23.7	7.5	31.2	15.5
Full-pay meals	93	100.0	9.9	35.2	29.7	25.3	54.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	33	N/A	12.1	39.4	42.4	6.1	48.5
	Grade 4	33	N/A	18.2	51.5	27.3	3.0	30.3
	Grade 5	38	N/A	26.3	55.3	18.4	N/A	18.4
	Grade 6	38	N/A	36.8	39.5	21.1	2.6	23.7
	Grade 7	43	N/A	14.0	69.8	16.3	N/A	16.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	15.8	26.3	52.6	5.3	57.9
	Grade 4	35	100.0	5.9	52.9	41.2	N/A	41.2
	Grade 5	39	100.0	22.2	55.6	22.2	N/A	22.2
	Grade 6	41	100.0	26.8	51.2	12.2	9.8	22.0
	Grade 7	38	97.4	21.2	63.6	15.2	N/A	15.2
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	33	N/A	12.1	39.4	33.3	15.2	48.5
	Grade 4	33	N/A	18.2	27.3	36.4	18.2	54.5
	Grade 5	38	N/A	26.3	50.0	15.8	7.9	23.7
	Grade 6	38	N/A	15.8	52.6	23.7	7.9	31.6
	Grade 7	43	N/A	37.2	41.9	11.6	9.3	20.9
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	39	100.0	7.9	47.4	26.3	18.4	44.7
	Grade 4	35	100.0	2.9	45.7	25.7	25.7	51.4
	Grade 5	39	100.0	27.8	50.0	13.9	8.3	22.2
	Grade 6	41	100.0	7.3	46.3	29.3	17.1	46.3
	Grade 7	38	100.0	11.8	38.2	38.2	11.8	50.0
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 326)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	14.3%	14.4%
Retention rate	4.1%	Up from 0.8%	2.4%	2.3%
Attendance rate	95.3%	Up from 93.5%	95.0%	95.2%
Eligible for gifted and talented	19.7%	Up from 12.0%	14.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.8%	Down from 7.8%	15.1%	14.1%
Older than usual for grade	1.8%	Up from 1.2%	5.4%	4.9%
Suspended or expelled	0.0%	No change	1.9%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	26.1%	Up from 18.5%	45.9%	47.1%
Continuing contract teachers	91.3%	Up from 74.1%	84.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.4%	Down from 85.3%	86.4%	84.3%
Teacher attendance rate	96.6%	Up from 94.2%	95.0%	95.0%
Average teacher salary	\$34,711	Down 1.8%	\$39,356	\$39,924
Prof. development days/teacher	8.0 days	Up from 6.3 days	11.1 days	10.7 days

School				
Principal's years at school	1.0	Down from 7.0	3.0	3.0
Student-teacher ratio	19.1 to 1	Up from 14.2 to 1	21.5 to 1	21.0 to 1
Prime instructional time	91.4%	Up from 86.7%	88.8%	88.9%
Dollars spent per pupil*	\$5,995	Up 15.7%	\$5,688	\$5,854
Percent spent on teacher salaries*	64.0%	Up from 63.8%	61.5%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	95.2%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Diamond Hill Elementary School is "Challenging students every day to learn and be a shining success in school and in life." Throughout the school year, our students, faculty, staff, and parents worked diligently together toward continuous improvement in student academic achievement. Along with our School Improvement Council and PTSO, we adopted three very important goals for the 2002-2003 school year: increase the volume of library books by at least 15%; advance at least 10% of elementary students and at least 10% of middle school students up one level on PACT assessment; and insure that all students have access to a second instructional computer lab by the end of January, 2003.

As a result of our goals, the 2002-2003 school year was an exciting one. Our many accomplishments include a variety of academic honors, newly implemented programs, and parent and community support.

Our Beta Club students placed second in State Beta Club Competition (Essay Writing and Living Literature); one of our students received the Daughters of the American Revolution (DAR) bronze medal from the Major John Bowie DAR Chapter; and our student body surpassed their Accelerated Reader Challenge goal of over 3000 books. In previous years, our school received the Exemplary Writing Program Award (1998-2003); we were recognized as a Title One Distinguished School (1999); we received the South Carolina Incentive reward (1996-1997); and we were recognized as a School of Promise.

A number of our teachers apply for EIA Teacher Grants and the Jordan Fundamentals Grant Program each year- over \$30,000.00 annually. We are a Writing to Win certified school, and we provide two Diamond Hill Elementary School Graduate Scholarships at \$500.00 each annually.

Our newly implemented programs include Project S.H.I.N.E. (Student Help in Individual Needs and Enrichment), Partners 'N' Pals - a community partnership mentoring program, Write from the Beginning, an Instructional Computer Lab, a Science Lab, Best Practices for Teaching and Learning in America's Schools, and Brain Compatible Learning.

We are very fortunate to receive much parent and community support at Diamond Hill. We offer our students and community many opportunities to be involved in our school, including Scientific Experiments and Inventions-That-Work Night, our Country Barn Dance, Grandparents' Day, Young Author's Day, a Candlelight 911 Memorial Service, a Fire Safety Emergency Enactment, Family Learning Nights, and computer technology classes for adults. Most recently, we received the March of Dimes Walk America-#1 Fund Raising School award.

Diamond Hill Elementary School continues to work toward raising the performance level of every student. We know that we will make the necessary steps toward helping our students be "a shining success in school and in life." Kathy F. Stevenson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.